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ABSTRACT

This curriculum guide was developed for a full-credit course for students who are pursuing business and office work immediately after graduation from high schools in Manitoba and for students planning postsecondary study in this field. The course builds on and reinforces the concepts, skills, and knowledge mastered in the business curriculum. In this course, students apply what they have learned in a simulated office setting. Students develop competency using computers in an electronic office environment, and they use electronic applications such as electronic communications, computerized information management, desktop publishing, reprographics, and machine transcription. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) seven units of study. The units cover these topics: introduction, electronic communications, information management, desktop publishing, reprographics and machine transcription, simulation or office practicum, and keypunch competency for job entry. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 5 texts and 28 resource materials and sources completes the guide. (KC)

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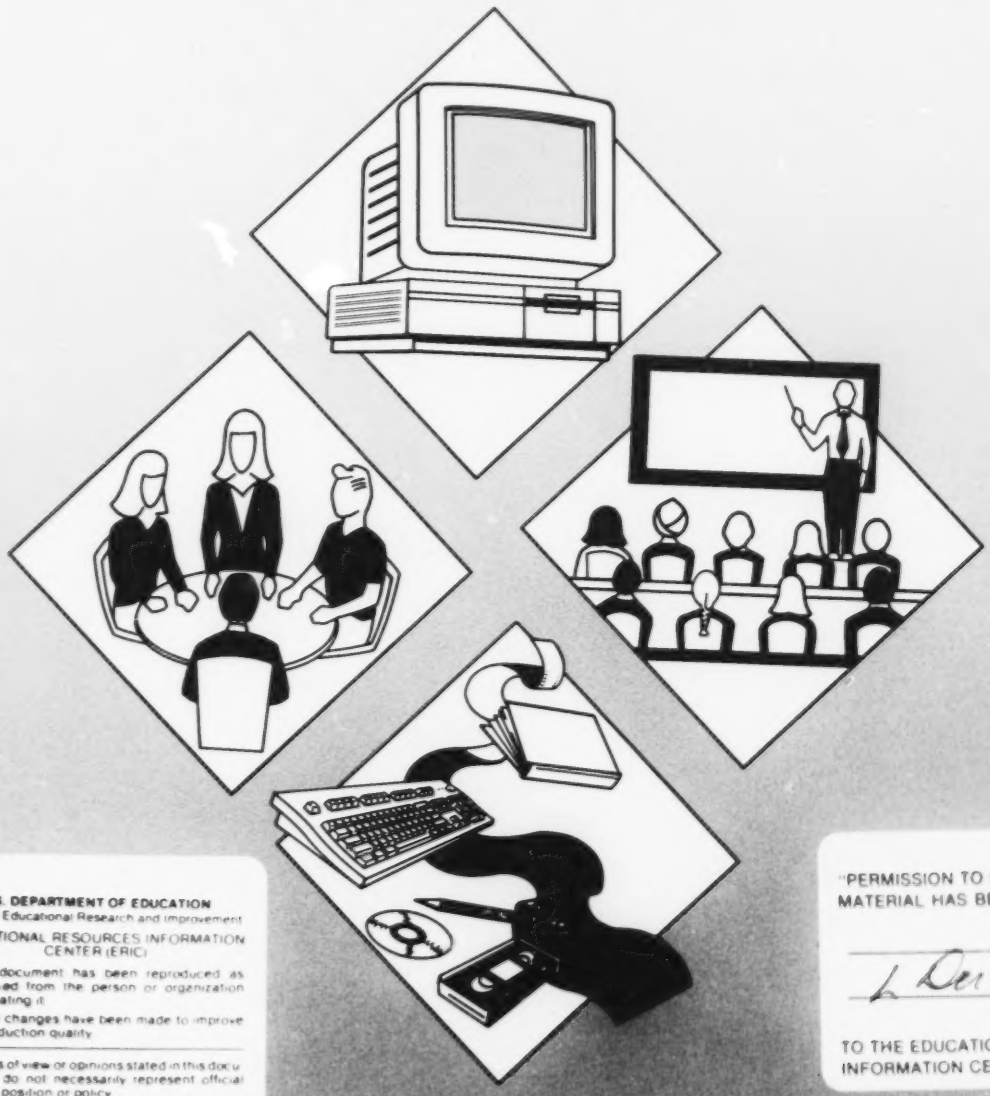

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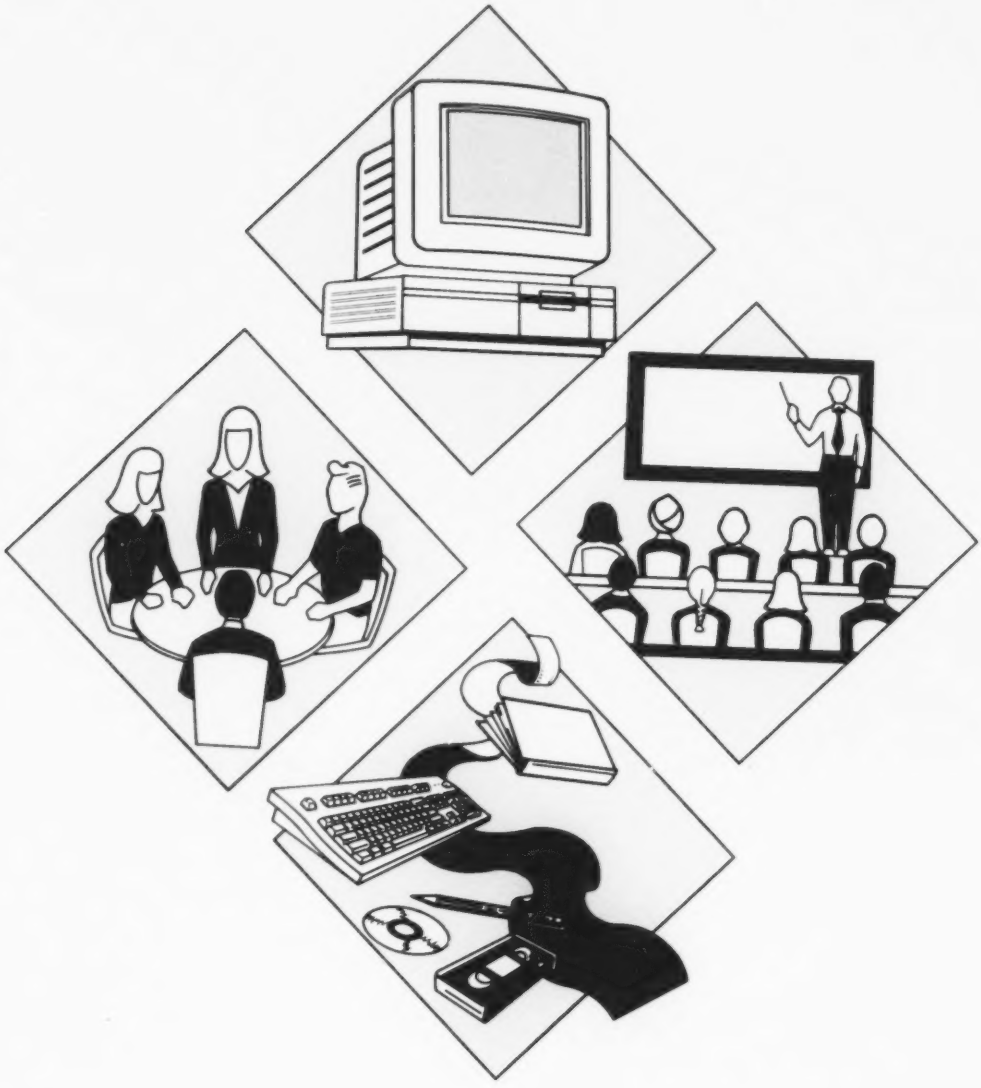

Interim Guide

Manitoba
Education
and Training

ISBN 0-7711-1139-8

AUTOMATED OFFICE 40S

This guide replaces, in part, the Office Procedures 302, and Data Processing 302 guides of 1982, and becomes effective September, 1993. The contents have been developed as part of the review of the Business Education cluster of courses which are affected by computer technology.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts and social sciences

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- A positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility

- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability

- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, post-secondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

RECOMMENDED PROGRAM PATTERNS

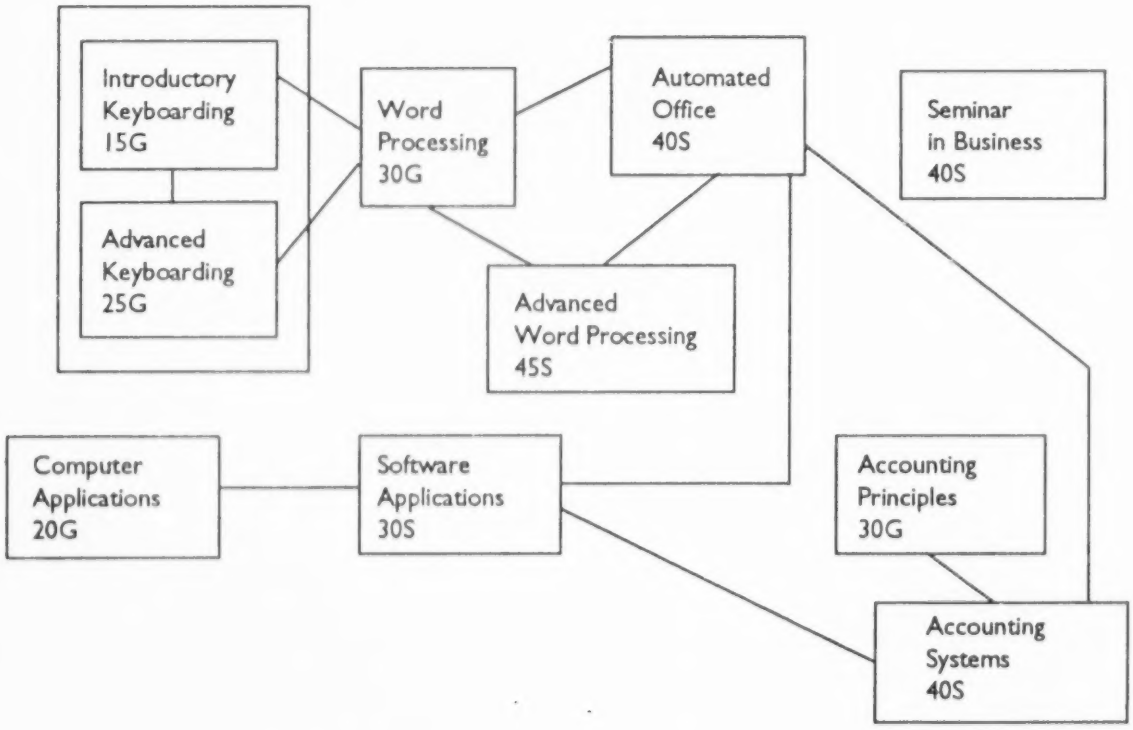
This flowchart is meant to provide schools with a recommended sequence of studies for the new Business Education courses. While the prerequisite to any course is at the discretion of the school, the skill development as shown in the flowchart is recommended. However, it is left to schools to schedule courses and to advise students based upon the educational readiness of individual students.

Exploration of Business 10G/15G*

General Business 20G/25G*
Retailing 20S

Business Principles 30G
Shorthand and Transcription 30S
Promotions 30S
Relations in Business 30S

Economics 40G
Law 40G
Shorthand and Transcription 40S
Management 40S
Marketing Practicum 40S



* Under development

RATIONALE

Automated Office 40S is a full-credit course designed for those students who are pursuing business and office work immediately after graduation and for those students who are planning post-secondary study in this field. Students proceeding with their career search will find **Automated Office 40S** appropriate and useful.

It is assumed that students will have acquired a working knowledge of computer operations and software applications and will be prepared to apply their skills in a simulated office environment. Many students will have completed the courses **Word Processing 30G**, **Advanced Word Processing 45S**, and **Software Applications 30S**.

Automated Office 40S builds on and reinforces the concepts, skills, and knowledge mastered in the business curriculum. It is a course where students consolidate what they have previously learned and apply it in a simulated office setting. Students will develop competency using the computer in an electronic office environment. They will experience electronic applications such as electronic communications, computerized information management, desktop publishing, reprographics, and machine transcription.

Classroom equipment and software should match, as closely as possible, the types of equipment that students will be expected to use on the job.

EVALUATION

Automated Office 40S should approximate, as closely as practical, an actual office environment. Daily informal evaluation procedures designed to reinforce positively student achievement should be undertaken. Assignments should be evaluated for correctness, neatness, and productivity.

Guidelines for Evaluation

Assignments and Projects	50%
Notebooks, personal folders, personal work habits, and attitude	20%
Tests and Exams	30%
	100%

TIME ALLOTMENTS

Automated Office 40S is a one-credit course that has been developed and approved by Manitoba Education and Training. It is intended for students pursuing vocational competency for direct entry into the world of business or for further study at a post-secondary level. It represents 110-120 hours of instruction.

The following guidelines for time allotments are recommended

UNITS		HOURS
1.	Introductory Review and Assessment	10
2.	Electronic Communication	5 — 10
3.	Storage and Information Management	20
4.	Desktop Publishing	20
5.	Reprographics and Machine Transcription	20
6.	Simulation or Office Practicum	25
7.	Keyboard Competency for Job Entry	10 — 15
		110 — 120

GOALS AND OBJECTIVES

Goals

- To have students review basic computer operations and keyboarding skills.
- To introduce students to the concepts of electronic communications.
- To teach students the procedures for computerized information management.
- To teach students the features of desktop publishing.
- To provide students with skills in reprographics and machine transcription.
- To have students demonstrate the skills needed in an automated office.
- To provide students with keyboard competency for job entry.

Objectives

UNIT 1: INTRODUCTION

Skills Assessment and Review

Students should be able to

- explain the parts of a computer system: the input devices, CPU, memory, hard drive, floppy drive, and output devices
- turn on the computer, access the operating system, and load a specified software package
- key in straight copy material at a speed of approximately 40-45 words per minute
- format letters, manuscripts, tables, memorandums, outlines, and reports

UNIT 2: ELECTRONIC COMMUNICATIONS

Electronic Mail/Communication Devices

Students should be able to

- state advantages of electronic mail
- explain the general concepts of various electronic communication devices such as the fax machine, electronic banking, modems, public and private networking systems

UNIT 3: INFORMATION MANAGEMENT

Records Management

Students should be able to

- define the terms and key concepts used in the management of records
- describe the nature of records and the need for management of records in the business environment
- classify documents and apply appropriate retention schedules

Filing Rules and Procedures

Students should be able to

- describe file management, including filing methods and rules
- determine appropriate classification systems for various types of records
- explain how to prepare records for filing
- index and alphabetize names in an alphabetic filing system

Data Base Files

Students should be able to

- load a data base program
- create a data base file
- sort and manipulate information in the data base

Microfiche/Microfilm

Students should be able to

- explain the advantages and disadvantages of microfiche and/or microfilm
- locate, or explain how to locate, information that is stored on microfiche or microfilm

Petty Cash Management

Students should be able to

- establish and maintain a petty cash system and maintain all documents relating to "petty" expenditures within the office

UNIT 4: DESKTOP PUBLISHING

Document Formatting/Design

Students should be able to

- use appropriate desktop publishing vocabulary (scroll bars, import graphics, place text, clip art, text area, graphic area, header/footer)
- describe standard rules of design and layout (proportion, balance, rhythm, unity, contrast)

- manipulate the mouse using the following actions: point, click, drag, release, select
- use a desktop publishing software package to
  - design and layout a single-page document with two or more columns per page
  - demonstrate the steps necessary to place text and import graphics
  - change fonts and sizes
- use pre-designed templates to create newsletters, brochures, invitations, resumes
- use additional features of specific desktop publishing packages: kerning, leading, thesaurus, scanner
- scan in logos and pictures using optical scanner
- print a hard copy of the designed page using a laser printer or printer compatible with the desktop publishing software being used

UNIT 5: REPROGRAPHICS AND MACHINE TRANSCRIPTION

Copy Machines

Students should be able to

- define the selection criteria to be considered when choosing a reprographic method
- produce copies by using a number of reprographic facilities
- operate special features of available copier machines such as reduction, enlargement, automatic duplexing, automatic feeding, sorting, and collating

Copyrights

Students should be able to

- define the term copyright
- determine if there are any copyright restrictions that apply to material being contemplated for reproduction
- locate the Canadian Copyright Act as well as any amendments and summarize the information in a brief report

Dictation

Students should be able to

- give adequate information at the beginning of each item — type of communication, right jobs identified, copy instructions
- spell names, cities and unusual technical words
- repeat amounts of money, dates, and other figures

- speak distinctly and slowly, yet naturally
- mark the length of each item on the indication slip
- provide appropriate closing instructions

Transcription

Students should be able to

- identify parts of the transcription unit
- demonstrate various functions of the equipment
- develop skill in effective listening technique
- apply correct business English skills to the transcription process
- use reference material to produce mailable copy
- respond to special instructions from the individual giving the dictation
- demonstrate effective editing skills in the preparation of mailable transcript at an efficient rate

UNIT 6: SIMULATION OR OFFICE PRACTICUM

Automated Office

Students should be able to

- send a message by electronic mail
- perform record management and filing activities
- produce a mailable transcript — making required copies, arranging documents appropriately for mailing
- produce a document using desktop publishing

UNIT 7: KEYBOARD COMPETENCY FOR JOB ENTRY

Preparation for Job Entry

Students should be able to

- fill out a generic job application form
- prepare a personal data sheet/resume
- write a letter of application
- participate in a mock job interview

Keyboarding Review

Students should be able to

- keyboard a 5- and 10-minute straight-copy, timed-writing at a speed acceptable to current business requirements
- complete a basic formatting activity such as keyboarding a letter in an acceptable format and at a speed acceptable to current business standards

AUTOMATED OFFICE 40S

UNIT 1: INTRODUCTION

GOAL: To have students review basic computer operations and keyboarding skills.

OBJECTIVES	METHODS
1.0 **Skills Assessment and Review** Students should be able to	
1.1 explain the parts of a computer system • the input devices • CPU • memory • hard drive • floppy drive • output devices	
1.2 turn on the computer, access the operating system, and load a specified software package	Consult the computer manual as necessary.
1.3 key in straight copy material at a speed of approximately 40-45 words per minute	Provide practise material.
1.4 format letters, manuscripts, tables, memorandums, outlines, and reports	

UNIT 2: ELECTRONIC COMMUNICATIONS

GOAL: To introduce students to the concepts of electronic communications.

OBJECTIVES	METHODS
1.0 **Electronic Mail/ Communication Devices** Students should be able to 1.1 state the advantages of electronic mail 1.2 explain the general concepts of various electronic communication devices such as a fax machine electronic banking, modems, public and private networking systems	Arrange field trips to acquaint students with current methods of electronic communication. A school link to MINET using a modem provides students practice with EMAIL.

UNIT 3: INFORMATION MANAGEMENT

GOAL: To teach students the procedures for computerized information management.

OBJECTIVES	METHODS
1.0 **Records Management** Students should be able to	
1.1 define the terms and key concepts used in the management of records	Explain what a record management system is and discuss the planning, organization, and control of information so that it can be effectively retrieved for later use. The basic principles of records classification, records retention, filing systems, and records control apply regardless of the medium used to store records.
1.2 describe the nature of records and the need for management of records in the business environment	
1.3 classify documents and apply appropriate retention schedules	Have students identify types of records that might be considered vital or very important in a • school • legal office • bank • hospital

UNIT 2: ELECTRONIC COMMUNICATIONS (CONT.)	
OBJECTIVES	METHODS
2.0 **Filing Rules and Procedures** Students should be able to	
2.1 describe file management including filing methods and rules	Outline the rules for various filing systems • Alphabetic • Subject • Geographic • Numeric • Cross-referencing The Association of Records Managers and Administrators (ARMA) has issued a "Guidelines To Alphabetic Filing" which is being recommended as a **standard** for businesses to follow. Practice kits will provide hands-on experience.
2.2 determine appropriate classification systems for various types of records	
2.3 explain how to prepare records for filing	
2.4 index and alphabetize names in an alphabetic filing system.	

UNIT 3: STORAGE AND INFORMATION MANAGEMENT (CONT.)	
OBJECTIVES	METHODS
3.0 **Data Base Files** Students should be able to 3.1 load a data base program 3.2 create a data base file 3.3 sort and manipulate information in the data base	Provide instructions to operate the data base program.
4.0 **Microfiche/Microfilm** Students should be able to 4.1 explain the advantages and disadvantages of microfiche and microfilm 4.2 locate, or explain how to locate, information that is stored on microfiche or microfilm	A field trip to a library or business office where records are stored on microfiche or microfilm will help students become familiar with types of information storage.
5.0 **Petty Cash Management** Students should be able to 5.1 establish and maintain a petty cash system and maintain all documents relating to "petty" expenditures within the office	A spreadsheet can be used to illustrate this topic.

UNIT 4: DESKTOP PUBLISHING

GOAL: To teach students the features of desktop publishing.

OBJECTIVES	METHODS
1.0 **Document Formatting/ Design** Students should be able to	
1.1 use appropriate desktop publishing vocabulary (scroll bars, import graphics, place text, clip art, text area, graphic area, header/footer)	Arrange field trips to locations using the latest desktop publishing techniques to supplement the desktop publishing software and equipment available in the schools.
1.2 describe standard rules of design and layout (proportion, balance, rhythm, unity, contrast)	
1.3 manipulate the mouse using the following actions: point, click, drag, release, select	
1.4 use a desktop publishing software package to • design and layout a single-page document with two or more columns per page • demonstrate the steps necessary to place text and import graphics • change fonts and sizes	

UNIT 4: DESKTOP PUBLISHING (CONT.)	
OBJECTIVES	METHODS
1.5 use pre-designed templates to create newsletters, brochures, invitations, resumes 1.6 use additional features of specific desktop publishing packages: kerning, leading, thesaurus, scanner 1.7 scan in logos and pictures using optical scanner 1.8 print a hard copy of the designed page using a laser printer or printer compatible with the desktop publishing software being used	

UNIT 5: REPROGRAPHICS AND MACHINE TRANSCRIPTION

GOAL: To provide students with skills in reprographics and machine transcription.

OBJECTIVES	METHODS
1.0 **Copy Machines** Students should be able to 1.1 define the selection criteria to be considered when choosing a reprographic method 1.2 produce copies by using a number of reprographic facilities 1.3 operate special features of available copier machines such as reduction, enlargement, automatic duplexing, automatic feeding, sorting and collating	Arrange for a demonstration of various copy machines by school office staff. Give students the opportunity to use the school reprographic facilities.
2.0 **Copyrights** Students should be able to 2.1 define the term copyright 2.2 determine if there are any copyright restrictions that apply to material being contemplated for reproduction	

UNIT 5: REPROGRAPHICS AND MACHINE TRANSCRIPTION (CONT.)	
OBJECTIVES	METHODS
2.3 locate the Canadian Copyright Act as well as any amendments and summarize the information in a brief report	
3.0 **Dictation** Students should be able to 3.1 give adequate information at the beginning of each item — type of communication, right jobs identified, copy instructions 3.2 spell names, cities and unusual technical words 3.3 repeat amounts of money, dates and other figures 3.4 speak distinctly and slowly, yet naturally 3.5 mark the length of each item on the indication slip 3.6 provide appropriate closing instructions	Demonstrate the functions of the dictation equipment.

UNIT 5: REPROGRAPHICS AND MACHINE TRANSCRIPTION (CONT.)	
OBJECTIVES	METHODS
4.0 **Transcription** Students should be able to 4.1 identify parts of the transcription unit 4.2 demonstrate various functions of the equipment 4.3 develop skill in effective listening technique 4.4 apply correct business English skills to the transcription process 4.5 use reference material to produce mailable copy 4.6 respond to special instructions from the individual giving the dictation 4.7 demonstrate effective editing skills in the preparation of mailable transcript at an efficient rate	Demonstrate the function of the transcription equipment. Emphasize the following to enable students to • think about the content being listened to making sure the content makes sense • look for any inconsistencies in content • use listening skills, concentrate and eliminate distractions • keyboard the work once — the goal is to produce mailable copy with the first listening • use reference material (dictionary, word division book, thesaurus) • listen ahead to the next few words before keyboarding — the goal being to listen and keyboard continuously • proofread as the information is keyed and make immediate corrections using the spell-checker.

UNIT 6: SIMULATION OR OFFICE PRACTICUM

GOAL: To have students demonstrate the skills needed in an automated office.

OBJECTIVES	METHODS
1.0 **Automated Office** Students should be able to	
1.1 send a message by electronic mail	Explain the objectives of office simulation or a model office.
1.2 perform record management and filing activities	Develop rotation systems that will allow class participation in an office-like setting.
1.3 produce a mailable transcript — making required copies, arranging documents appropriately for mailing	Assist students with the preparation and plans for workflow, establishing priorities and developing work schedules. Prepare schedules so that students will be able to plan ahead of the schedule and become goal oriented.
1.4 produce a document using desktop publishing	Explain that the work of the office is a part of a system where the output of one station can become the input for another. Emphasize that an error made by one employee can affect the work of other employees and the volume of work produced. Assist students in organizing their work and work stations to increase efficiency. Provide students with opportunities to develop the ability to make decisions and to work independently.

UNIT 7: KEYBOARD COMPETENCY FOR JOB ENTRY **GOAL:** To provide students with keyboard competency for job entry.	
OBJECTIVES	METHODS
1.0 **Preparation for Job Entry** Students should be able to 1.1 fill out a general job application form 1.2 prepare a personal data sheet/resume 1.3 write a letter of application 1.4 participate in a mock job interview	
2.0 **Keyboarding Review** Students should be able to 2.1 keyboard a 5- and 10-minute straight-copy, timed-writing at a speed acceptable to current business requirements 2.2 complete a basic formatting activity such as keyboarding a letter in an acceptable format and at a speed acceptable to current business standards	

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Note: Refer to the current Manitoba Textbook Bureau Catalogue for additional texts and resources.

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RESOURCE MATERIALS

For current materials that can be used in the business education classroom, obtain a membership ($20 fee) in the

Canadian Foundation for Economic Education
2 St. Clair Ave. West, Suite 501
Toronto, ON M4V IL5

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